

**THE EFFECTIVENESS OF WORDLESS PICTURES ON
STUDENTS' NARRATIVE WRITING SKILL AT THE EIGHT
GRADE STUDENTS OF SMPN 5 PONOROGO**

THESIS



By

KRISTIN PURWANINGRUM

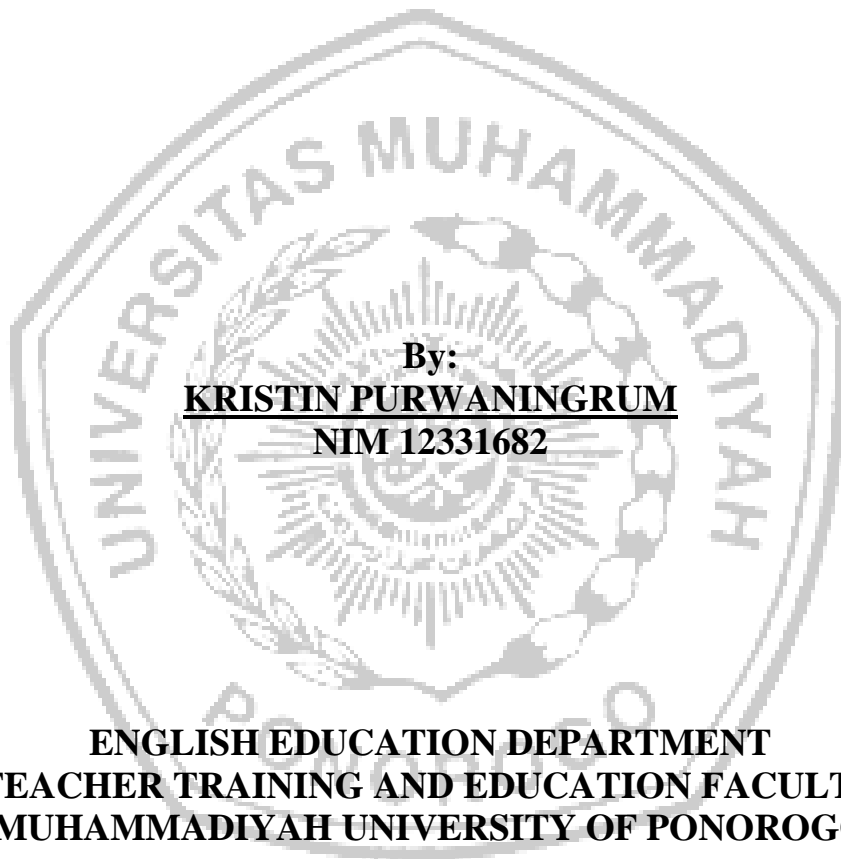
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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MUHAMMADIYAH UNIVERSITY OF PONOROGO**

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GRADE STUDENTS OF SMPN 5 PONOROGO**

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2016



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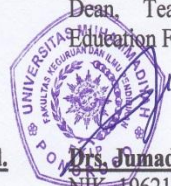
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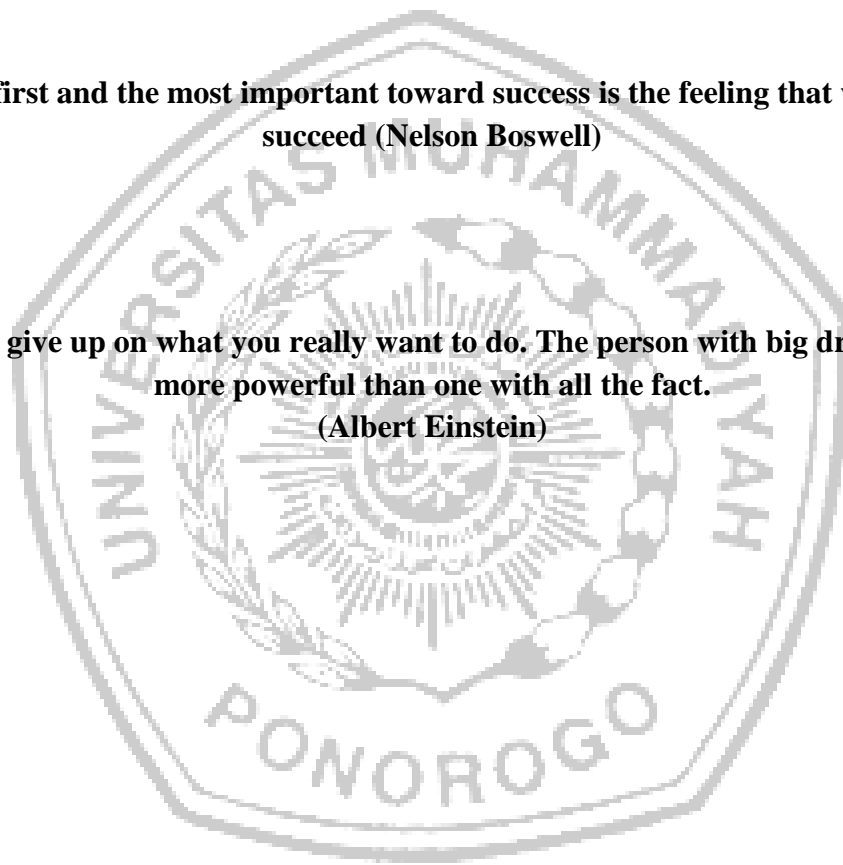
MOTTO

Believe that Allah is a best Planner

And Believe that.....

**The first and the most important toward success is the feeling that we can
succeed (Nelson Boswell)**

**Never give up on what you really want to do. The person with big dreams is
more powerful than one with all the fact.
(Albert Einstein)**



DEDICATION

This thesis dedicated to.....

1. Her Beloved Parents:

Mr Ruman and Mrs Hartini, thanks for their love, support and pray, they both the reason I keep fighting, thanks for keep believing in my dream.

2. Her Beloved Husband:

Didik Setiawan, thanks for his love, guidance, support, patient and pray, thanks for the strength, cheering and companion in whatever condition.

3. Her Beloved Brothers:

Muklis Tri Harmanto and Fajar Hermansyah, thanks for keep teasing me, those are real support that made me never give up on what am I doing.

4. Her Beloved Little Daughter:

Nazeeha Farah Kristiawan, thanks for her laugh, her actions, and every little thing that she did which make my day full of colors. Be blessed princess.

5. Her Beloved Friends:

Love you all: Anisma Marinda Safitri, Efin Yunita Rahmawati, Yuanita Hanie Al Muhsinaa, Citra Puspita Rahayu Putri, my beloved partners Ratna Sugiarti, Sayidah Suryandari and my other A to Z friends that I could not mention one by one, Thanks for their support, care, help and everything. Never forget our struggle all this time. Keep cheering together. Finish just on time.

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Alhamdulillah, a million thank to Allah SWT because He never stops to give the blessing and guidance until the finishing of this thesis. Peace may always be granted to our noble prophet Muhammad SAW, his families and companies who give guidance to the way of our life.

In agreement and finishing this thesis, the writer got guidance and helps from many people. Therefore, the writer would like to extend her deepest gratitude to:

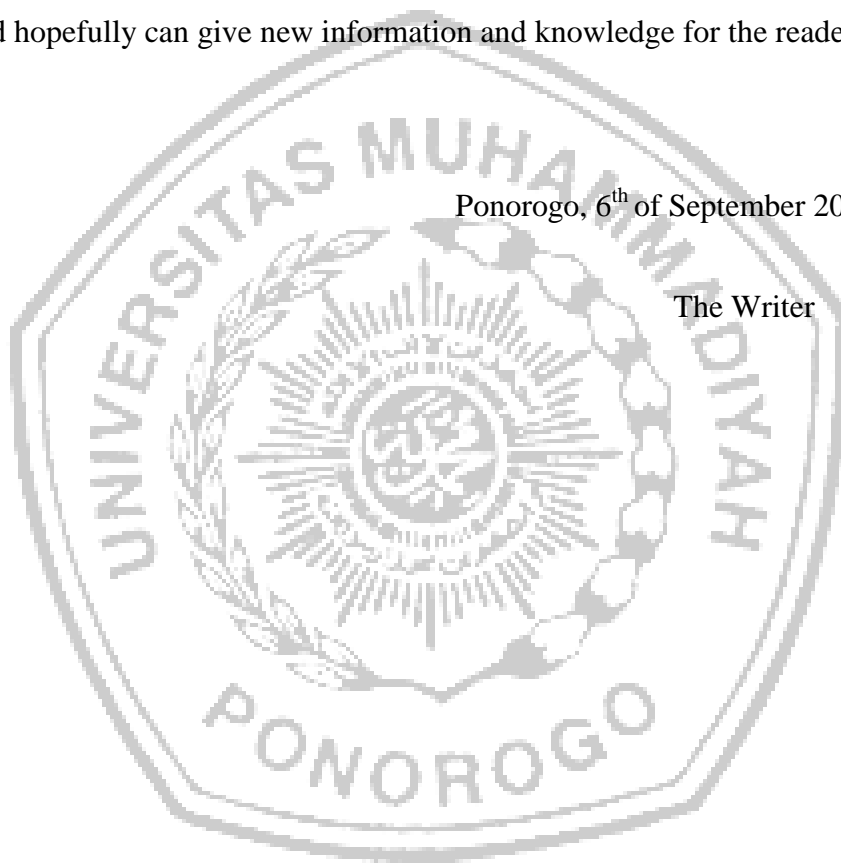
1. Drs. Jumadi, M.Pd. as the Dean of Teacher Training and Education Faculty of Muhammadiyah University of Ponorogo.
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5. All lecturers of English Department Teaching Training and Education Faculty of Muhammadiyah University of Ponorogo, for their kindness and knowledge given to her until the end of study.

Surely this thesis is still lack of perfection, therefore it is expected to the readers to give the criticism, comment and suggestion that can make this thesis to be better and hopefully can give new information and knowledge for the readers.

Ponorogo, 6th of September 2016

The Writer



ABSTRACT

Purwaningrum. Kristin. 2016. *The Effectiveness of Wordless Pictures on Students' Narrative Writing Skill at the Eight Grade Students of SMPN 5 Ponorogo*. English Education Department Teacher Training and Education Faculty Muhammadiyah University Of Ponorogo. 2016. Advisors: (1) RisqiEkantiAyuningtyasPalupi, M.Pd. (2) RestuMufanti, M.Pd.

Key words: wordless pictures, narrative text

The purpose of this research is to answer the research question that is “To what extend the effectiveness of wordless pictures on students’ narrative writing of the eight grade students of SMPN 5 Ponorogo.

This research used a quasi-experimental research design. The researcher took two classes as the subject of this research, those were controlled class and experimental class. The data gathered through test which consisted of pre-test and post-test and questionnaire for both classes. The research was held in 8th grades students of SMPN 5 Ponorogo since April 18th until May 7th 2016 in academic year of 2016/2017. The samples used were VIII A as the experimental class taught using wordless pictures and VIII B as the controlled class without wordless pictures. Each of both classes was consisted of 28 students.

The data were collected on both classes after giving treatments on experimental class used media wordless pictures and the controlled class without wordless pictures. The data of test was analyzed by using T-test. The result showed in significance degree (α) of 5% that T-test (t_o) > T-table (t_i) where $4.69 > 2.00$. T-test was higher in the value 4.69 than T-table in the value of 2.00. T-table in significance degree of 1% showed the result that T-test (t_o) > T-table (t_i) where $4.69 > 2.39$. So, the null hypothesis (H_o) was rejected. The alternative hypothesis (H_a) was accepted that there was a significant difference between students’ narrative writing skill by using wordless pictures and without wordless pictures. The result data of questionnaire on students’ response toward learning in experimental class was 82.41 % with good criterion which considered that the students had positive response toward teaching learning using media wordless pictures while in control class was 69.55% with enough criterion which considered as negative.

The results showed that the students were interested to use wordless pictures as the media to help students in their narrative writing skill. So, the teacher should use media wordless pictures in students’ narrative writing skill to help students gain their imagination to produce better writing. In addition, they should motivate their students to keep learning and writing using media wordless pictures because it makes the students more interested to create their own sentences in writing narrative text where the writing will be more unity, cohesive and clarity based on wordless pictures. Besides, the teacher should be more creative to find various theme of narrative text collections which is interesting for the students.

TABLE OF CONTENT

COVER.....	i
TITLE	ii
APPROVAL PAGE.....	iii
AGREEMENT PAGE.....	iv
THESIS STATEMENT.....	v
MOTTO.....	vi
DEDICATION.....	vii
ACKNOWLEDGEMENT.....	viii
ABSTRACT	x
TABLE OF CONTENT	xi
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	
1.1. Background of Study.....	1
1.2. Research Question.....	3
1.3. Purposes of Study.....	3
1.4. The Significance of Study.....	4
1.5. The Definition of Key Term.....	4
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Writing	
2.1.1 Definition of Writing.....	5

2.1.2 The Purpose of Writing.....	6
2.1.3 The Writing Process.....	9
2.1.4 English Writing Approaches.....	10
2.1.5 The Element of Writing Approaches.....	11
2.2 Pictures	
2.2.1 The Definition of Pictures.....	13
2.2.2 Type of Pictures.....	13
2.3 Wordless Pictures	
2.3.1 The Definition of Wordless Pictures.....	14
2.3.2 The Use of Wordless Pictures in Writing.....	15
2.3.3 The Advantages of Wordless Pictures.....	16
2.4 Narrative Text	
2.4.1 The Definition of Narrative Text.....	17
2.4.2 The Purpose of Narrative Text.....	18
2.4.3 Language Features of Narrative Text.....	19
2.5 The Assessment of Writing by Using Wordless Pictures.....	19
2.6 Research Hypothesis.....	22
CHAPTER III RESEARCH METHODOLOGY	
3.1 Research Design.....	23

3.2 Research Variable.....	24
3.3 Place and Time of The Study.....	25
3.4 Population and Technique Sampling.....	25
3.4.1 Population.....	25
3.4.2 Sample.....	25
3.4.3 Technique Sampling.....	26
3.5 Technique of Data Collection	
3.5.1 Test.....	26
3.5.2 Questioner.....	26
3.6 Technique of The Data Analysis	
3.6.1 Test Analysis.....	27
3.6.2 Analyzing the Result Questioner.....	27
3.7 Validity and Readability of The Instrument	
3.7.1 Validity of The Instrument.....	30
3.7.2 Readability of The Instrument.....	30

CHAPTER IV RESEARCH FINDING AND DISCUSSION

4.1 The Result of Validity and Readability	
4.1.1 The Result of Validity Test.....	31
4.1.2 The Result of Readability.....	32

4.2 Research Finding	
4.2.1 The Activities in Control Class.....	32
4.2.2 The Activities in Experimental Class.....	40
4.3 Data Description.....	48
4.3.1 The Data of Experimental Class.....	49
4.3.2 The Data of Control Class.....	51
4.3.3 The Result of Experimental and Control Class.....	52
4.4 Hypothesis Testing.....	53
4.5 The Result of Questioner.....	56
4.6 Discussion.....	59
CHAPTER V CONCLUSION AND SUGGESTION	
5.1 Conclusion.....	62
5.2 Suggestion.....	63
BIBLIOGRAPHY	
APPENDICES	

LIST OF APPENDICES

1. SuratKeteranganPenelitian
2. Time Line Research
3. Lesson Plan
4. The Instrument Of Test And The Example Of Key Answer
5. The Result Of Students' Score For Experimental Class
6. The Result Of Students' Score For Control Class
7. The Result Of Students' Score In Each Treatments
8. The Result Of Questioner In Experimental And Control Class
9. Photo Documentation

